Dunedin Highland Middle School

leadership

analysis

students

Florida

mission

college and career

ambitious

school improvement

family and community involvement

striving

achievement

relationships

teaching

needs assessment

success

resources

areas of focus

instruction

strategic planning

collaboration

vision

learning

supportive environment

growth

2022-23 Schoolwide Improvement Plan

Table of Contents

Dunedin Highland Middle School

70 PATRICIA AVE, Dunedin, FL 34698

http://www.dunedin-ms.pinellas.k12.fl.us

Demographics

Principal: Brandon Glenn

Start Date for this Principal: 6/27/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Pacific Islander Students Students With Disabilities White Students
School Grades History	2021-22: C (46%) 2020-21: (50%) 2018-19: C (53%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Dunedin Highland Middle School will establish a close working relationship with our neighboring community, demonstrating pride and respect for diverse cultural and socio-economic backgrounds, striving for 100% student success. We look to be a leader in cutting-edge technology, research-based learning strategies, and professionally developed educators.

Provide the school's vision statement.

Dunedin Highland Middle School will close the achievement gap and open new learning opportunities to ensure that all of our scholars are prepared for college and career success by providing a safe and respectful environment, inspiring excellence in educational practices and student achievement, and demonstrating pride in our school community.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Glenn, Brandon	Principal	
Bernal, Joanna	Assistant Principal	
Henderson, Khristin	Assistant Principal	
Russell, Justin	Teacher, Adult	Math Department Head
Emry, Michelle	Teacher, Adult	Science Department Head
Bergstrom, Teresa	Teacher, Adult	Social Studies Department Head
Flannery, Kelly	Other	School Climate Transformation Grant
Knight, Alyssa	Teacher, Adult	Language Arts Department Head
Williams, Douglas	Teacher, Adult	Elective Department Head
Autrey, Rachel	Instructional Coach	Coach
Anderson, Melissa	Instructional Coach	Coach
McDonald, Kevin	Assistant Principal	Assistant Principal
Forsythe, Melissa	Math Coach	

Demographic Information

Principal start date
Monday 6/27/2022, Brandon Glenn

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
17

Total number of teacher positions allocated to the school
55

Total number of students enrolled at the school

928

Identify the number of instructional staff who left the school during the 2021-22 school year.

19

Identify the number of instructional staff who joined the school during the 2022-23 school year.

16

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	307	313	308	0	0	0	0	928
Attendance below 90 percent	0	0	0	0	0	0	132	150	117	0	0	0	0	399
One or more suspensions	0	0	0	0	0	0	51	42	47	0	0	0	0	140
Course failure in ELA	0	0	0	0	0	0	2	2	2	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	4	9	1	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	30	32	39	0	0	0	0	101
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	35	34	77	0	0	0	0	146
Number of students with a substantial reading deficiency	0	0	0	0	0	0	22	13	10	0	0	0	0	45

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	12	7	0	0	0	0	23

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	6	7	3	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

Date this data was collected or last updated

Sunday 7/10/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	372	368	315	0	0	0	0	1055
Attendance below 90 percent	0	0	0	0	0	0	110	90	73	0	0	0	0	273
One or more suspensions	0	0	0	0	0	0	10	19	15	0	0	0	0	44
Course failure in ELA	0	0	0	0	0	0	2	30	38	0	0	0	0	70
Course failure in Math	0	0	0	0	0	0	16	34	31	0	0	0	0	81
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	58	67	60	0	0	0	0	185
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	51	64	59	0	0	0	0	174
Number of students with a substantial reading deficiency	0	0	0	0	0	0	19	9	5	0	0	0	0	33

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	12	9	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	6	7	5	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	1	2	7	0	0	0	0	10

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	372	368	315	0	0	0	0	1055
Attendance below 90 percent	0	0	0	0	0	0	110	90	73	0	0	0	0	273
One or more suspensions	0	0	0	0	0	0	10	19	15	0	0	0	0	44
Course failure in ELA	0	0	0	0	0	0	2	30	38	0	0	0	0	70
Course failure in Math	0	0	0	0	0	0	16	34	31	0	0	0	0	81
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	58	67	60	0	0	0	0	185
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	51	64	59	0	0	0	0	174
Number of students with a substantial reading deficiency	0	0	0	0	0	0	19	9	5	0	0	0	0	33

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	12	9	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	6	7	5	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	1	2	7	0	0	0	0	10

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%			53%			52%	52%	54%
ELA Learning Gains	48%			50%			54%	55%	54%
ELA Lowest 25th Percentile	23%			29%			34%	47%	47%
Math Achievement	48%			52%			55%	55%	58%
Math Learning Gains	47%			47%			54%	52%	57%
Math Lowest 25th Percentile	31%			33%			29%	46%	51%
Science Achievement	43%			47%			48%	51%	51%
Social Studies Achievement	60%			57%			60%	68%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	53%	51%	2%	54%	-1%
Cohort Comparison						
07	2022					
	2019	49%	51%	-2%	52%	-3%
Cohort Comparison		-53%				
08	2022					
	2019	51%	55%	-4%	56%	-5%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	41%	44%	-3%	55%	-14%
Cohort Comparison						
07	2022					
	2019	60%	60%	0%	54%	6%
Cohort Comparison		-41%				
08	2022					
	2019	16%	31%	-15%	46%	-30%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	45%	51%	-6%	48%	-3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	68%	-9%	71%	-12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	55%	39%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	18	30	22	23	39	35	15	43			
ELL	18	28	22	24	28	23	10	31	29		
ASN	89	74		87	72		80	92	83		
BLK	20	28	17	17	25	24	12	34	31		
HSP	32	36	25	33	39	36	28	53	44		
MUL	54	57	42	57	46	20	57	58	79		
PAC	31	38		25	14						
WHT	68	61	27	69	62	42	62	78	81		
FRL	29	36	22	29	35	29	22	44	43		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	31	29	29	38	30	38	28			

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	26	39	31	32	36	40	20	49	67		
ASN	87	76		89	68		74	90	100		
BLK	25	28	17	18	31	30	20	29	29		
HSP	36	42	29	38	39	35	32	47	73		
MUL	58	51	40	60	63		42	59	100		
PAC	53	69		57	54						
WHT	71	60	48	72	56	32	69	74	81		
FRL	34	40	30	30	32	28	23	40	56		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	53	44	32	46	37	35	26			
ELL	24	48	40	32	33	27	12	28	62		
ASN	83	77		93	76		79	80	97		
BLK	20	34	25	24	37	20	15	25	71		
HSP	35	45	42	43	44	31	28	51	84		
MUL	52	52	29	45	42	25	43	40	88		
PAC	27	27		36	45						
WHT	73	66	38	74	67	45	72	86	89		
FRL	33	44	35	36	41	28	28	45	71		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	25
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	27
Pacific Islander Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	1
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The overall trend was a decline in all content areas and grade levels with the exception of 7th grade math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Math- specifically 8th grade Math. There are currently 77 level 1's in 8th grade.
ESE students in math and reading

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During the 20-21 school year, DHMS has two 8th grade teachers resign as well as an ESE Support Facilitator. Actions needed would be to recruit and retain highly qualified teachers that will stay the entire school year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

7th grade math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teacher continuity throughout the year.

What strategies will need to be implemented in order to accelerate learning?

Recruit and retain highly qualified teachers. Teachers teaching to the grade level standard, scaffolding and differentiating learning while incorporating cognitively complex tasks.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Standards based Professional Development
Differentiation Professional Development
Cognitively complex tasks Professional Development.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Strong Tier 1 behavior plan
Aligned Professional Development
Teacher monitoring with timely feedback
Accountability on all levels

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our goal for the coming year centers on better preparing our teachers to ensure every student is receiving the quality education necessary to move on to the next grade level with the tools needed to be successful. Our focus will be on improving both our overall proficiency percentage as well as the percent of our students demonstrating increased aptitude compared to the year previous by ensuring our teachers receive multiple instances of professional development related to identifying critical content so students are aware of what they are learning and why and teachers are focused on teaching to the depth of the standard, differentiating instruction so each student is getting the support they need, and engaging in cognitively complex tasks so they are able to use the content they are taught beyond the walls of the classroom.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our current level of performance is that 49% of our students are reaching proficiency in ELA, as evidenced in the 2022 ELA FSA. We expect our performance level to be 60% proficient in progress monitoring 1 and 2 assessments as well Write Score.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Each week teachers will work in their content PLC and receive short professional development on one of the three areas mentioned above; identifying critical content, differentiating instruction, and cognitively complex tasks. They will be asked to use the professional development they receive during at least one lesson during the week, which will be monitored by the Literacy Coach and administrator using walkthroughs, then bring back both reflections and work samples to the next PLC so they can discuss what worked, what didn't, what new they would like to try, and how they can continue to improve their practice. Student performance on Write Score demonstrate our progress towards these goals. These assessments will also be used as reflection points to determine areas for improvement within these three areas.
Person responsible for monitoring outcome:	Kevin McDonald (mcdonaldke@pcsb.org)
Evidence-based Strategy: Describe the evidence-based	1. Enhance staff capacity to identify critical content from the Standards in alignment with district resources. 2. Support staff to utilize data to organize students to interact with content in manner which differentiates/scaffolds instruction to meet the needs of each student. 3. Strengthen staff ability to engage students in complex tasks.

strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy. | The three strategies listed above are the Wildly Important Goals identified by our SBLT as pieces we can work on across campus, allowing teachers from across content areas, grade-levels, and programs to support each other in improving outcomes for all students. This creates a learning culture where all classrooms are focusing on the same strategies, easing the challenge of learning different ways in different classrooms. These strategies are research-based, standards focused, and reflected in teachers evaluations, increasing opportunities to provide feedback.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

English Language Arts (ELA) and reading teachers utilize resources and adopted curriculum aligned to the Standards and follow a common pacing calendar for focusing on LAFS/B.E.S.T

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student-generated topics of interest.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

Teachers receive professional development by the school Literacy Coach around close reading, standards, assessment, and instructional methods.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically rereading complex text, writing speaking and listening.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our goal for the coming year centers on better preparing our teachers to ensure every student is receiving the quality education necessary to move on to the next grade level with the tools needed to be successful. Our focus will be on improving both our overall proficiency percentage as well as the percent of our students demonstrating increased aptitude compared to the year previous by ensuring our teachers receive multiple instances of professional development related to identifying critical content so students are aware of what they are learning and why and teachers are focused on teaching to the depth of the standard, differentiating instruction so each student is getting the support they need, and engaging in cognitively complex tasks so they are able to use the content they are taught beyond the walls of the classroom.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our current level of performance is that 42% of our students are reaching proficiency in Math, as evidenced in the 2022 Math FSA. We expect our performance level to be 60% proficient in future progress monitoring assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Each week teachers will work in their content PLC and receive short professional development on one of the three areas mentioned above; identifying critical content, differentiating instruction, and cognitively complex tasks. They will be asked to use the professional development they receive during at least one lesson during the week, which will be monitored by the math coach and administrator using walkthroughs, then bring back both reflections and work samples to the next PLC so they can discuss what worked, what didn't, what new they would like to try, and how they can continue to improve their practice. Student performance on F.A.S.T. assessments and cycle assessments for Algebra and Geometry will demonstrate our progress towards these goals. These assessments will also be used as reflection points to determine areas for improvement within these three areas.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being	1. Enhance staff capacity to identify critical content from the Standards in alignment with district resources. 2. Support staff to utilize data to organize students to interact with content in manner which differentiates/scaffolds instruction to meet the needs of each student. 3. Strengthen staff ability to engage students in complex tasks.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The three strategies listed above are the Wildly Important Goals identified by our SBLT as pieces we can work on across campus, allowing teachers from across content areas, grade-levels, and programs to support each other in improving outcomes for all students. This creates a learning culture where all classrooms are focusing on the same strategies, easing the challenge of learning different ways in different classrooms. These strategies are research-based, standards focused, and reflected in teachers evaluations, increasing opportunities to provide feedback.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and/or the Mathematics Thinking and Reasoning Standards, and rigorous performance tasks aligned to Mathematics Florida Standards (MAFS) and/or B.E.S.T. Benchmarks.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Mathematics Teachers participate in professional learning opportunities around instructional shifts, standards, assessments and instructional methods.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Utilize the weekly/monthly IXL Diagnostics Snapshot results and have students work through their individualized Diagnostic Action Plan skills to address learning gaps and strengthen their mathematical foundational knowledge and fluency.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Math teachers provide students with opportunities to solve problems given in a real-world context.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our goal for the coming year centers on better preparing our teachers to ensure every student is receiving the quality education necessary to move on to the next grade level with the tools needed to be successful. Our focus will be on improving both our overall proficiency percentage as well as the percent of our students demonstrating increased aptitude compared to the year previous by ensuring our teachers receive multiple instances of professional development related to identifying critical content so students are aware of what they are learning and why and teachers are focused on teaching to the depth of the standard, differentiating instruction so each student is getting the support they need, and engaging in cognitively complex tasks so they are able to use the content they are taught beyond the walls of the classroom.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our current level of performance is that 43% of our students are reaching proficiency in Science, as evidenced in the 2022 SSA. We expect our performance level to be 53% proficient in future progress monitoring assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Each week teachers will work in their content PLC and receive short professional development on one of the three areas mentioned above; identifying critical content, differentiating instruction, and cognitively complex tasks. They will be asked to use the professional development they receive during at least one lesson during the week, which will be monitored by an administrator using walkthroughs, then bring back both reflections and work samples to the next PLC so they can discuss what worked, what didn't, what new they would like to try, and how they can continue to improve their practice. Student performance on GAP and cycle assessments for all grades Science will demonstrate our progress towards these goals. These assessments will also be used as reflection points to determine areas for improvement within these three areas.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being	1. Enhance staff capacity to identify critical content from the Standards in alignment with district resources. 2. Support staff to utilize data to organize students to interact with content in manner which differentiates/scaffolds instruction to meet the needs of each student. 3. Strengthen staff ability to engage students in complex tasks.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	The three strategies listed above are the Wildly Important Goals identified by our SBLT as pieces we can work on across campus, allowing teachers from across content areas, grade-levels, and programs to support each other in improving outcomes for all students. This creates a learning culture where all classrooms are focusing on the same strategies, easing the challenge of learning different ways in different classrooms. These strategies are research-based, standards focused, and reflected in teachers evaluations, increasing opportunities to provide feedback.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy-based groups to implement during core instruction to support success with complex texts.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Utilize supplemental resources, regularly include shorter, challenging and technical passages that elicit close and critical reading and re-readings.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Intentionally plan lessons that will intentionally embed the Nature of Science standards and Scientific Thinking Skills.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our goal for the coming year centers on better preparing our teachers to ensure every student is receiving the quality education necessary to move on to the next grade level with the tools needed to be successful. Our focus will be on improving both our overall proficiency percentage as well as the percent of our students demonstrating increased aptitude compared to the year previous by ensuring our teachers receive multiple instances of professional development related to identifying critical content so students are aware of what they are learning and why and teachers are focused on teaching to the depth of the standard, differentiating instruction so each student is getting the support they need, and engaging in cognitively complex tasks so they are able to use the content they are taught beyond the walls of the classroom.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our current level of performance is that 60% of our students are reaching proficiency in Civics, as evidenced in the 2022 Civics EOC. We expect our performance level to be 70% proficient in cycle assessments for all Social Studies classes to include World History, US History and Pre-AP.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Each week teachers will work in their content PLC and receive short professional development on one of the three areas mentioned above; identifying critical content, differentiating instruction, and cognitively complex tasks. They will be asked to use the professional development they receive during at least one lesson during the week, which will be monitored by Social Studies administrator and ISD when applicable using walkthroughs, then bring back both reflections and work samples to the next PLC so they can discuss what worked, what didn't, what new they would like to try, and how they can continue to improve their practice. Student performance cycle assessments for all Social Studies classes will demonstrate our progress towards these goals. These assessments will also be used as reflection points to determine areas for improvement within these three areas.
Person responsible for monitoring outcome:	Joanna Bernal (bernalj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy	1. Enhance staff capacity to identify critical content from the Standards in alignment with district resources. 2. Support staff to utilize data to organize students to interact with content in manner which differentiates/scaffolds instruction to meet the needs of each student. 3. Strengthen staff ability to engage students in complex tasks.

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The three strategies listed above are the Wildly Important Goals identified by our SBLT as pieces we can work on across campus, allowing teachers from across content areas, grade-levels, and programs to support each other in improving outcomes for all students. This creates a learning culture where all classrooms are focusing on the same strategies, easing the challenge of learning different ways in different classrooms. These strategies are research-based, standards focused, and reflected in teachers evaluations, increasing opportunities to provide feedback.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers regularly engage in PLCs to deconstruct upcoming benchmarks and utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to Standards.

Person Responsible   Khristin Henderson (hendersonkh@pcsb.org)

Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students.

Person Responsible   Khristin Henderson (hendersonkh@pcsb.org)

Utilize primary source documents at varying complexity levels throughout the year with appropriate literacy strategies.

Person Responsible   Khristin Henderson (hendersonkh@pcsb.org)

Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible   Khristin Henderson (hendersonkh@pcsb.org)

Utilize a variety of modalities when presenting https://www.floridacims.org/plans/53664/edit/42184#activity-body-4concepts and instruction to meet the needs of each student.

Person Responsible   Khristin Henderson (hendersonkh@pcsb.org)

#5. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our current level of performance is 18% of black students reaching proficiency in ELA, as evidenced in FSA ELA. We expect our performance level to increase to 30%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of black students reaching proficiency on FSA ELA will increase by 12%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Assistant Principal, Instructional Coaches, and SBLT will monitor Walkthrough Data, Cycle Assessment Data, and Adaptive Progress Monitoring, in PLCs.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for minority students. Provide training for culturally relevant disciplinary practices and ensure strong implementation. Provide Professional Development for differentiation and scaffolding.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Black students are achieving at a lower level on the FSA ELA compared to other sub-groups in our school. It is our belief that if the level of core instruction would more consistently reach the appropriate level of rigor, black student proficiency on the FSA ELA would increase.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student generated topics of interest.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

Provide parent events in various formats (virtual, face to face, and at the Greenwood Rec Center) to increase access and opportunities for African American Families to access information relevant to their student's education.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

#6. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our current level of performance shows that 10% of ELL students perform at proficiency level as evidenced in ESSA data. We expect our performance level to be at 25% proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of ELL students performing at proficient levels will increase to 25%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Assistant Principal, ELL Teacher, and SBLT will monitor Walkthrough Data, Cycle Assessment Data, and Adaptive Progress Monitoring, in PLCs.
Person responsible for monitoring outcome:	Kevin McDonald (mcdonaldke@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Establish and implement processes that create a system of support for ELs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	As our ELL population grows, DHMS will make it top priority to provide learning opportunities for teachers and staff to implement effective instruction that engage ELL learners to advance learning and language development across all content areas.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor fidelity of implementation of the EL Grading Policy schoolwide by utilizing the grading reports and following up with individual teachers for each course failure for LY and LF students.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

Schedule LY, LF, LA and Hispanic students into classes that support their academic success.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

At the beginning of the year, ensure all teachers are able to determine who the LY students are and their level of proficiency.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

ELA teachers will use the Model Performance Indicator (MPI) to determine how students use language for proficiency. This will be monitored by the Administrator over ELA.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

#7. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance, as evidenced by the 2022 Spring FSA ELA Assessment, is 6% proficiency. We expect our performance level to increase to 15% proficiency by the spring of 2023.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of ESE students performing at proficiency will increase to 15%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Assistant Principal, VE Specialist, and SBLT will monitor Walkthrough Data, Cycle Assessment Data, and Adaptive Progress Monitoring, in PLCs.
Person responsible for monitoring outcome:	Joanna Bernal (bernalj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills necessary to access grade level content in the Least Restrictive Environment (LRE)
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	If students are scheduled into and instructed in their Least Restrictive Environment, along with proper supports for executive functioning and self determination skills to enhance organization and self-advocacy, proficiency will increase.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.

Person Responsible	Joanna Bernal (bernalj@pcsb.org)

Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and delivery of Specially Designed Instruction.

Person Responsible	Joanna Bernal (bernalj@pcsb.org)

Provide teachers Professional Development to provide foundational skills that are necessary to access core content.

Person Responsible	Joanna Bernal (bernalj@pcsb.org)

Provide teachers with Professional Development for screening and informal assessments to identify specific skill deficits for students and then address those deficits in small group instruction.

Person Responsible	Joanna Bernal (bernalj@pcsb.org)

#8. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance, as evidenced by the 2022 Spring FSA ELA assessment, is 34% proficiency. We expect our performance level to increase to 41% proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of Economically Disadvantaged students performing at level 3 or higher, will increase from 34% to 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Assistant Principal, Instructional Coaches, and SBLT will monitor Walkthrough Data, Cycle Assessment Data, and Adaptive Progress Monitoring, in PLCs.
Person responsible for monitoring outcome:	Kevin McDonald (mcdonaldke@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for minority students. Provide training for culturally relevant disciplinary practices and ensure strong implementation.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Economically disadvantaged students are achieving at a lower level on the FSA ELA Assessment compared to other sub-groups in our school. It is our belief, if core instruction consistently reaches appropriate levels of rigor and grade-level standards, economically disadvantaged student proficiency on the 2022 Spring FSA ELA Assessment will increase.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student generated topics of interest.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

#9. ESSA Subgroup specifically relating to Pacific Islander

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 38% of Pacific Islander students reaching proficiency in ELA, as evidenced in FSA ELA. We expect our performance level to increase to 45%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of Pacific Islander students performing at level 3 or higher will increase from 38% to 45% as measured by FSA assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Assistant Principal, Instructional Coaches, and SBLT will monitor Walkthrough Data, Cycle Assessment Data, and Adaptive Progress Monitoring, in PLCs.
Person responsible for monitoring outcome:	Kevin McDonald (mcdonaldke@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for minority students. Provide training for culturally relevant disciplinary practices and ensure strong implementation.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Pacific Islander students are achieving at a lower level on the FSA ELA compared to other sub-groups in our school. It is our belief that if the use of culturally responsive teaching strategies would more consistently reach the appropriate level of rigor, Pacific Islander student proficiency on the FSA ELA would increase.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student generated topics of interest.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

Provide parent events in various formats (virtual, face to face, and at the Greenwood Rec Center) to increase access and opportunities for Pacific Islander Families to access information relevant to their student's education.

Person Responsible	Kevin McDonald (mcdonaldke@pcsb.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Dunedin Highland Middle School has convened a committee, known as the Learning Lab, whose purpose is to address disciplinary disproportionalities that have existed at the school and devise a culturally responsive PBIS system that meets the needs of all learners and stakeholders at DHMS, The Learning Lab consists of teachers, administrators, support staff, parents, and community members that represent all of the racial, ethnic, and exceptional subgroups within our school. The culturally responsive PBIS system includes: a refined discipline system, clear expectations for home-school communication, positive behavior rewards and interventions, a refined MTSS data tracking system, student leadership development, restorative practices, schoolwide expectations lessons for each quarter, weekly community circles, and on campus mentoring.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Teachers and support staff will have clear guidelines on how to address student behavioral needs, celebrate positive behavior in the classroom, and communicate with families early and often about the students academic and social emotional progress. Students will be explicitly taught the school expectations and gain a full understanding of the school's PBIS program and restorative practices. Students will also have a greater voice in schoolwide decisions through new student leadership initiatives. Parents will have clear information on the expectations for their student, which will allow them support their student and the school as a whole. The community members will support the school through programming and resources, such as leadership academy and support of extra-currIcular activities to engage the whole child. Administrators and instructional coaches will monitor the fidelity of the implementation of the culturally responsive PBIS program, making adjustments in response to student data and celebrating successes with the implementation.